

**St. Joseph's Specialist School & College**  
**Amlets Lane, Cranleigh**  
**Surrey GU6 7DH**

**Website: [www.st-josephscranleigh.surrey.sch.uk](http://www.st-josephscranleigh.surrey.sch.uk)**

# **Pupil Premium Policy**



***Christ in our Lives***  
***'No limits ... just possibilities'***

*Reviewed October 2016*  
*Curriculum Committee*  
*3 yearly*

**WEBSITE**

## **Policy on Pupil Premium**

### **Purpose**

The Government believes that the Pupil Premium which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

### **Accountability**

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract Pupil Premium
- The new reports for parents that schools now have to publish online

### **Funding**

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

For pupils from low-income families in non-mainstream settings the local authority decides how to allocate the Pupil Premium. The authority must consult non-mainstream settings about how the Premium for these pupils should be used.

Local authorities are responsible for looked after children and make payments to schools and academies when an eligible looked after child is on roll.

### **Implications at St. Joseph's:**

We believe the best way forward is for the local authority and the school to work in partnership on the use of the Pupil Premium for specific learners so we will respond constructively to any requests that they make.

We believe that we should pay particular attention to the way in which the Pupil Premium is used to support disadvantaged learners at St. Joseph's Specialist School and College.

The following principles will apply:

1. We will work in close collaboration with the local authority;
2. Our interventions will be based on up to date data from Connecting Steps and other recent reports;
3. Our interventions will happen, where possible, in discussion with the family (for instance, at a LIAM);
4. Our interventions will be based on evidence of good practice (for instance, the Sutton Trust Toolkit; the Oxford School Improvement project);
5. Any spending will utilise those examples of good practice which are shown to be high impact and low cost so that best value for the learner can be maximised;
6. The Pupil Premium spending will be closely linked to specific 'narrowing the gap' targets: English, Mathematics, PSHE and/or Therapy targets;
7. Connecting Steps data will be recorded half-terminly in order to keep the focus on specific and measurable small steps of progress;
8. The Pupil Premium spending will be aimed at consolidating and strengthening good practice that we know works for that learner and, except in exceptional circumstances, the school will not use it on new and untested approaches;
9. Strategies used will need to show a direct and measurable impact on the learner and/or his main teacher\*
10. The school will closely monitor and evaluate all Pupil Premium interventions and an annual report will be made to the SLT and the Governing Body by the Deputy Headteacher (I and A) on its effectiveness and value for money. The policy will be linked to our website.

\*By 'teacher' we also include: key support staff who might also work very closely with the learner (Higher Level Teaching Assistant; Senior Teaching Assistant; Therapist or Education Link Worker).

**Appendix 1 – List of PP, FSM and LAC Learners 2016-17**

<b>Learners Class</b>	<b>Pupil Premium</b>	<b>Free School Meals</b>	<b>Looked after Child</b>	<b>Other</b>
St. Patrick			✓	
St. Martha			✓	
St. Monica		✓		
St. Patrick			✓	
St. Patrick		✓		
St. Cuthbert		✓		
St. John		✓		
St. Cuthbert		✓		
St. Monica			✓	
St. Monica		✓		
St. Cecilia		✓		
St. Monica		✓		
St. Clare		✓		
St. Monica		✓	✓	
St. Monica		✓		
St. Martha			✓	
St. Christopher		✓		
St. Patrick		✓		
St. Clare			✓	
St. Luke		✓		
St. Clare		✓	✓	
St. Cuthbert			✓	
St. Martha	✓ p	✓	✓	
St. Cecilia			✓	
St. Christopher		✓		

**Appendix 2 – Pupil Premium planning format:**

Name of Learner:                      Learner's teacher:              Date of Plan:

List of documents to be checked and ticked off.

AR notes:

Recent LIAMs:

Statement:

Connecting Steps and CASPA data:

Therapy Reports:

Reading Age:

School policy:

Sutton Trust and Toolkit (Feb 2014):

Probable obstacles to learner making faster progress

1.

2.

3.

Suggested focus for pupil premium spending:

The measurable targets using Connecting Steps data in English, Maths, or PSHE or Therapy data are:

A.

B.

This data will be monitored every two school weeks.

Progress will be evaluated every half term and the targets may be reformulated if necessary.

This proposal has been checked by / agreed with:

Key Stage Leader:

Leader of Learning:

Head of Therapy:

Head of Care (if appropriate):

Parent or Carer:

Additional Notes:

## Date Policy Reviewed

Updated	Changes	By	Version
March 2013	Created	Simon Charleton	v1
April 2013	Minor changes	Simon Charleton	v1.1
November 2014	Minor changes and data information update	Alex Ratcliffe	V1.2
October 2016	Updated with new class information	Dawn Phillips	V1.3